



Rally for MIT values draws crowd of 300

Speakers call for solidarity with marginalized groups on campus

By Patrick Wahl
and Vivian Zhong
STAFF REPORTERS

Members of social action groups from across MIT came together Monday afternoon to organize a rally promoting solidarity with marginalized populations on campus. Dubbed the MIT Solidarity and Values Rally, the event brought about 300 undergraduates, graduates, faculty, and community members to the steps of Killian Court.

Daniel Chen '17, a lead organizer of the rally, presented a diverse series of speakers, many of whom represented cultural, LGBTQ, and minority organizations. The rally was "not about differences, but about the simple truths that unite people," Chen said in an interview with *The Tech*.

First to speak were members of the Black Student Union, who criticized MIT's official emails regarding the election results for being "polite" and "nonpartisan" but not addressing the oppression and fear some students might be enduring.

Chen called on rallygoers to consider focusing their career goals on

issues like social justice and equality. Emily Thai '17 expanded on these thoughts in her speech, calling anti-intellectualism "scary" and asserting that science work and social issues are not mutually exclusive.

In his speech, a member of the Student Activists Coalition criticized the Obama administration on issues of police brutality, war crimes, and immigration law. Love, he proclaimed, was not enough to stop injustices, further calling for "protracted organized struggle."

Edmund Bertschinger, the MIT institute community and equity officer and a professor of physics, was the last to speak. While he was not involved in planning the rally, he was strongly supportive of it and had promoted the event to fellow faculty members in the preceding days.

He quoted President's Reif post-election email to the community, urging the community to harness their collective capabilities to make "a better world."

"Following students' lead, let us find a way to listen to each other," he

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LENNY MARTINEZ—THE TECH

"Solidarity Rally" calls for MIT community to reaffirm values and support vulnerable populations.

New CAP return process lets more students back

Separation between S3 and CAP clarifies advocacy role of Student Support Services

By Katherine Nazemi
EDITOR IN CHIEF

The percentage of students who successfully applied to return to MIT after having been on leave increased to 98 percent this fall, from a historical average of roughly 70 percent.

The 98 percent figure includes students who left MIT for personal

leave, medical leave, or required academic leave, and requested last spring to return to MIT for the fall semester.

Why has this figure increased? Over the summer, the Committee on Academic Performance — the faculty committee that oversees the leave and return process — began implementing a set of recommendations proposed in a spring 2016

report to make the process more transparent, less ambiguous, and easier for students to navigate.

The recommendations brought existing terminology in line with MIT's philosophy that students on leave remain part of the community, reduced S3's decisionmaking role in the return process, and empowered the CAP chair to unilaterally approve return requests.

"It worked as I think we intended it to," Scott Hughes, professor of physics and chair of CAP, said in an interview with *The Tech*.

According to Hughes, one of the most important changes has been the creation of a "firewall" between CAP and Student Support Services.

"Student Support Services were

CAP, Page 3



Leaders from industry, government, and academia explore current problems and potential solutions surrounding water resources at the 2016 MIT Water Summit, which focused on political, financial, and technological issues concerning the future of water utilities around the globe.

IN SHORT

The Student Center (W20) will be closed Wednesday 10 p.m. through Saturday 7 p.m. for the Thanksgiving holiday.

Drop date is Wednesday, Nov. 23.

Quarter 3 registration for PE classes opens Nov. 30. The PE department will offer a new pilot class: Yoga and Meditation for the Mind.

Port Landing, a new affording housing facility adjacent to Kendall Square, opened recently.

The MIT Philosophy club is hosting a panel and discussion with MIT philosophy professors on the election today, 7-8pm, in 4-163.

There is no class on Thursday, Nov. 24 and Friday, Nov. 25.

Send news and tips to news@tech.mit.edu.

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INCLUSIVENESS

Problematic technical lingo? **OPINION, p. 4**

SINGING IN THE RAIN

Urine the right place. **ARTS, p. 6**

A GLASS BOX

It is full of art. **ARTS, p. 7**



PRESENTS!

Donated in shoeboxes. **NEWS, p. 3**

CHAMPIONS

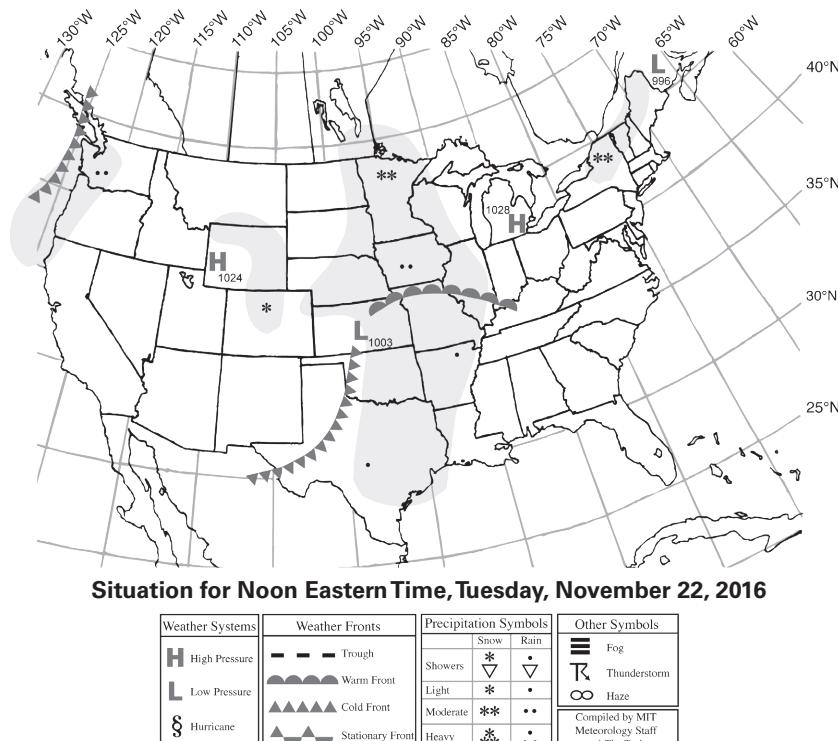
Sailing and volleyball have this in common. **SPORTS, p. 8**

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WEATHER

It must be winter: first snow in Cambridge, last hurricane in Caribbean



Extended Forecast

Today: Partly Cloudy. High 40°F (4°C), winds between 15-20 mph out of the northwest.

Tonight: Clear Skies. Low 31°F (-1°C), winds about 15 mph from the northwest.

Tomorrow: Clear Skies. High 41°F (4°C), low 31°F (-1°C). Winds 10-15 mph from the northwest.

Thursday: Chance of rain. High 42°F (5°C), low 39°F (4°C). Winds below 5 mph with direction shifting from northwest to east. Happy Thanksgiving!

Friday: Chance of rain. High 47°F (8°C), low 44°F (7°C). Winds about 5 mph from the southeast.

By Lily Dove

METEOROLOGIST

The first flakes of snow fell over Cambridge on Sunday night, marking the unofficial start of the winter season in many people's minds. It will not get quite cold enough for snow for Boston over Thanksgiving but parts of the midwest and northeast United States have a snowy holiday weekend ahead. In Boston, high winds from the northwest will be replaced by more docile southeastern winds at the end of the week, perhaps abating the bitterness of the dropping temperatures. Over the week, a warm front will push out the current high

pressure system sitting over the northeast, bringing rain and cloudy skies.

Meanwhile out in the Caribbean, Tropical Storm Otto brews. Otto is currently stationary over very warm water and will likely be labeled a hurricane by the time it hits Central America late Wednesday night. The end of November marks the end of the Atlantic hurricane season, so it is likely that Otto will be the final storm we see until next May. The 2016 Atlantic hurricane season boasted 15 named hurricanes and was the costliest season since 2012, thanks in large part to Hurricane Matthew's path up the southeastern seaboard.

Chants, signs, and song feature in rally

The rally was organized within a week in response to the election

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urged, lauding students for setting "a great example of how to value difference and be respectful even across strongly divided beliefs." To his fellow faculty members, he said: "I urge you, I implore you, to discuss in your departments the values that students have advanced in solidarity today."

The rally was "not about differences, but about the simple truths that unite people."

Sasha Costanza-Chock, an activist and associate professor of civic media at MIT, called for MIT to pledge to not hand over undocumented immigrant information to the U.S. Department of Homeland Security, for the Institute to fully enact the recommendations the BSU made to the administration

last year, and for faculty members to get more involved in social justice matters.

Costanza-Chock led the audience in a round of chants that they heard while marching to protest the Trump presidency in New York City. While most chants were eagerly echoed, reactions to "No D-A-P-L! Donald Trump can go to hell!" were lukewarm.

Despite the length of the rally and the frigidity of the wintry air, speeches were punctuated from beginning to end by enthusiastic applause, cheers, and the clinking of a tambourine.

"The world looks to places like this to inform our opinions," Sarah Schwettmann G, said in an interview with *The Tech*. She attended the rally with a painted sign portraying a fist whose fingers spelled "MIT". Schwettmann criticized elites for propagating a culture of anti-intellectualism, and said that MIT can help the portion of the population which is fearful of this culture by standing up for marginalized groups on a public stage.



ANYA QUENON

Rosa Lafer-Sousa G noted that the science community often doesn't take people who write for popular science seriously. She called on the Institute to reward the dissemination of science information to the public, in order to promote rational decision making.

Lafer-Sousa also encouraged students to make political action a habit, promoting apps like Count

able which allow users to track and respond to proposed bills in Congress.

Adam Hasz G, co-president of MIT Democrats, led rally attendees in a call-and-response song with the refrain "You do not walk alone." He told *The Tech* that this was the first time he had incorporated group singing in a rally event. He adapted the lyrics from a song used by activist group IfNotNow.

Senior members of the Division of Student Life were in attendance, including Suzy Nelson, the vice president of student life. Matthew Bauer, director of communications, said that they were all there to show their support for the students. MIT administration did not formally endorse or was formally involved in the rally.

In an interview preceding the rally, Suma Anand '17, an organizer and speaker at the event, called the rally an "inspiring grassroots movement" at a "galvanizing moment" in time.

The rally emerged from a planning meeting just last Friday that involved about 20 people from various student organizations, including LCC, BSU, MIT Democrats, and FFMIT. Despite having different goals, Anand said, the students agreed that the most important task was to make a stand for MIT's values, "regardless of the administration, of the policies that were implemented."

Looking to the future, Chen said that while the remainder of the

semester may be a "real sensitive period" for students, he hopes the solidarity movement will catalyze support for local advocacy groups.

Chen told *The Tech* that though he recognized that people at rally would be on liberal side of spectrum, he didn't want the rally to be anti-Trump. From the start, organizers promoted the rally as nonpartisan.

Anand said that while both the planning meeting and the rally were open to all members of the MIT community, MITGOP club members had not reached out to them. "They're of course welcome to come and we definitely want to hear what they have to say," she added. It is unknown if any campus conservatives attended the rally.

The rally, the first of its kind at MIT post-election, followed on the heels of a Harvard rally last Friday which protested the Trump administration's pick of Myron Ebell as the head of the EPA.

Alison Takemura, the EECS Communication Lab director, participated in the Harvard rally. "MIT may not be known for its political activism now," she wrote in an email to *The Tech*, "but almost half a century ago, students were occupying the student center and the president's office. Already, members of the MIT community are organizing. The atmosphere is going to get more political as this next administration keeps its promises. And hundreds at MIT will be speaking out."



ANYA QUENON

CAP chair can unilaterally approve a request to return

Wants to err on side of 'letting people take a shot'

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more involved in the decision-making process prior to our report, and that clouded their mission," Hughes said. "There was at least a perception that they wouldn't be acting in the best interest of their students."

Previously, a Readmission Committee comprising three S3 deans and chaired by the head of S3 would decide whether to recommend applicants to the chair of CAP for readmission. The decision that was ultimately sent to the student would go out in a letter signed by the dean of S3.

"What we've seen is that because we're not the deciders, we can have much more honest and productive conversations with students."

Now, S3 administers the return process but is not directly involved in decisionmaking. In practice, this means that when a student submits a request to return, it gets sent first to an administrator in S3 who organizes the information needed to process the request. Information may include the student's personal statement, transcript, and if applicable, medical information and letters of recommendation from employers or professors from their time on leave.

S3 deans may then get in touch with individual students about their return applications. Students are assumed to have been working closely with an S3 dean prior to going on leave, and to have jointly established clear expectations about how they will spend their time away from MIT.

"The deans are talking with the students about how their return requests look, and based on what was set out when they took leave, they can give honest feedback to students about whether they've checked the boxes to be able to return," David Randall, senior associate dean of student support and wellbeing, said.

"What we've seen is that because we're not the deciders, we can have much more honest and productive conversations with students," Randall said.

From Hughes's perspective, the fact that S3's role in decisionmaking has been minimized means that it "can really be [a student's] advocate with respect to getting the right information" and helping students present that information in their application.

It's only after this back-and-forth between students and S3 deans that the application goes on to the CAP.

"I don't see anything until the student is one hundred percent prepared to say, 'this is ready to go to CAP,'" Hughes said.

With the new recommendations, Hughes is able to unilaterally approve a student's request for return. To decline a request, on the other hand, requires consultation with other members of the committee.

"Are you taking our recommendations seriously? Are you ready to have a structured academic life?

Those are the two main things I look for in looking over these applications, and that's what largely drives these decisions," Hughes said.

Taking classes is one indication that students are ready for that kind of structured activity, Hughes said, but that's not the only example. Additionally, since classes may be financially burdensome for students, the committee no longer requires that all students on leave take two semesters of class. Instead, students need only take one semester of classes, which they can pair with employment, volunteer work, or something similar. The new process leaves room for flexibility.

"When it feels a little in the gray area, we're erring on the side of letting people take a shot," Hughes said. "Even in the cases when I looked at [the application] and I might have some concerns, the question I asked myself was: is further time away likely to help?"

"This is not like college admissions where you submit your application to MIT and you hold your breath and wait for Pi Day and see what happens."

When an application is in a "gray area," Hughes might take it back to S3 or convene CAP members for a discussion. S3 deans are then able to loop in the student and give them a chance to revise parts of their application.

"Megan [Campbell] and James [Collins] are my usual starting points," Hughes said. "And then

often the individual deans will get pulled in if there's something I'm particularly concerned about."

In such situations, Hughes might ask a dean who's worked with a student, "can you tell me what would happen if we were to require this student to be away for another semester?"

Though this kind of communication may violate the CAP-S3 "firewall," it still seems aligned with the overall goal of giving students more clarity in the process. From that perspective, it seems preferable to decisions being made by the chair without the additional context.

In general, Hughes said, many return requests reveal a process of self-discovery.

"Especially when it's an academic leave, there's no mincing words — when students leave they're pissed," Hughes said. "And they deserve to be pissed, because this has been a challenging experience for them. You sometimes read these little narratives, and you see someone coming to grips with things, recognizing that what they were doing wasn't working, and sort of having a breakthrough when they realize what they need to do to fix it. I love those things."

In those cases, Hughes said, and in cases where it's clear that a student met the expectations established at the outset, processing the return is straightforward.

"The expectations should be clear at the outset. If the expectations are clear at the outset, then when a student comes back, [CAP will] make a determination based on those expectations," Randall said. "There's no room for the opinion of an S3 dean in there."

But if students feel like expectations are not clear, they have a recourse: "they should, if they feel comfortable, talk to their S3 dean. If they don't feel comfortable, I'm happy to talk to them and work

through clarifying things," he said.

"I want the process to be as unambiguous as possible," Randall said. "This is not like college admissions where you submit your application to MIT and you hold your breath and wait for Pi Day and see what happens... if things feel ambiguous I want to correct that."

Speakers contest MIT's status quo

Silbey decries individualism's prominence among universities

Climate, from Page 1

on issues that they can't visualize. Thus the goal of the climate justice movement, he explained, is to reframe climate change as a moral issue.

Jamieson noted a precedent for this phenomenon: the British blood sugar campaign of the late 1700s. A subset of the abolition movement, the campaign painted sugar cane as being fertilized by the blood of slaves. Conscious consumers could buy tins of sugar that said "East India Sugar Not Made By Slaves."

Following the keynote speaker, participants were treated to a vegetarian dinner, with many having brought their own reusable containers and utensils at the encouragement of the organizers.

The event continued after dinner with a panel discussion, moderated by Professor Kieran Setiya, acting chair of the Philosophy Department, and featuring Emanuel, Janelle Knox-Hayes, a professor in the Department of Urban Studies and Planning, Nathan Phillips, a professor in environmental science from Boston University, and Susan S. Silbey, an MIT professor in anthropology.

Several panelists called for more education about both ethics and climate change.

Silbey asserted that universities have "played a too-large role in creating" the climate crisis. Universities, she claimed, teach an individualistic social theory, explaining what happens "in terms of individual minds." She argued that universities should instead teach theory of collective action.

She also observed that humans "have built up institutions that feed our demand for energy," and she questioned the cycle that she sees as contributing to this: building more buildings to hire more professors to publish more papers, and so on, all so that MIT can be "number one."

"The point is," she said, "it's a machine in which nobody is in charge, and it keeps reproducing itself. And although nobody is in charge and nobody intends it to happen... the outcomes are not random. They are predictable."

Silbey expressed her wish that her SHASS colleagues would "stop competing in their [own] marketplace," and instead come together to create a requirement that prompts students to discuss the question: "what is the good life?" Knox-Hayes agreed, saying that

MIT should incorporate thinking about living a meaningful life into the curriculum.

Emanuel voiced his belief that MIT is not doing enough in general to educate its undergraduates about climate change.

In the 2016 MIT senior survey, 24 percent of respondents said "working for social and political change" was not important to them at all. Similarly, 37 percent of respondents said "participating in politics or community affairs" was not important to them.

The panelists also discussed "the elephant in the room:" the Trump presidency. Phillips called the appointment of Steve Bannon "reprehensible." He asserted that to remain neutral was to be "complicit in what is becoming a fascist administration."

The panelists agreed that the most effective way for students to combat climate change is to "act collectively." Both Emanuel and Phillips applauded students such as members of Fossil Free MIT for paying attention and organizing around climate change.

Silbey asserted that universities have "played a too-large role in creating" the climate crisis by teaching an individualistic social theory.

Silbey advised students to learn from the past. "You don't have to reinvent the world," she said. She noted that previous movements, such as the women's movement and Students for a Democratic Society, were "highly intellectual." She suggested that today's students follow their lead by studying past movements and reading about social theory to understand what causes movements to succeed or fail.

Knox-Hayes also reminded forum participants that they don't have to "operate at a scale that's bigger than" themselves. Waking up after the election, she said, she felt like the future she imagined had disappeared; nevertheless, she added, "that doesn't change what I'm capable of."

A link to a recorded webcast of this forum can be found online.



Students met last Saturday, Nov. 19 in W11-190 to kick off Operation Christmas Shoebox Packing Party, sponsored by the Baptist Student Fellowship. The group packed and wrapped donated school supplies, clothes, and toys into 110 shoeboxes that will be delivered around the world.



The MIT Shotokan Karate club hosts the first Super Training 2016 at the MIT Z Center Sunday afternoon.



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GUEST COLUMN

Inclusive language in MIT classrooms

By Mark Goldman

Last year, a Yale University housemaster released an email to students in her residence hall stating that the university administration should not tell students what is appropriate for Halloween. Students took to the streets claiming that the housemaster was putting burden on marginalized groups to speak up. They asked the housemaster to step down, and news agencies took off with it. Many universities, including Harvard and MIT, have discussed changing the title of 'Housemaster' to something that has less racial and colonial baggage. In spring 2016, MIT stated that it would change the title to 'Head of House.' I personally think some good can come from the name change, and I am glad that MIT is revisiting old traditions and improving upon them.

I want to raise a related and thornier question: should MIT try to dissuade the use of sexist and colonialist terms in our curriculum? If so, how should they go about this? In many fields that were dominated by white males, heteronormative and racist terms became widespread in technical, colloquial jargon. For example, in electrical engineering, it is common to hear terms 'male' and 'female' in reference to electrical connectors. In my process control class at MIT, an outer control loop was called a 'master controller' and the inside loop was called a 'slave controller.' The list could go on. For me personally, these terms are more jarring and exclusionary than the term 'housemaster,' though other

students may have different experiences.

I feel that since most of these terms arise in engineering, technical programs, like those at MIT, are likely disproportionately affected by their usage. If there is a school that could influence technical lingo, MIT would likely be it. As our president claims, MIT can and should influence the world. In addition, not allowing these micro-aggressions in the classroom might help encourage underrepresented groups in STEM.

Would removing the lingo that industry currently uses make us unprepared for life post-graduation? I think that our talented MIT students would quickly pick up some additional jargon when they enter the workforce. However, I am not as convinced that shielding us from discriminatory practices helps us deal with them when we leave academia, which may have been the view of the housemaster's letter at Yale. During a corporate internship, I discovered that the company didn't offer same-sex partner benefits, which led me to reject an official job offer from them. Had my university not been a shield for LGBT individuals, I might be less shocked by the reality outside of school and possibly more inclined to be working for that company. By removing the current jargon, we could be increasing the gap between academic and corporate culture (which is another potential issue in itself). On the other hand, given time, this policy might actually change corporate culture and the terminology used throughout the world. All the factors, including preventing students

from transitioning into the work force, should be weighed when assessing terminology in classrooms.

MIT has a spectrum of opportunities to reduce usage of emotionally triggering technical terms in the classroom. Here are a few possibilities:

—Keep the status quo (professors have final authority at choosing terms).

—MIT suggests that professors use alternative terms in the MIT Community and Equity Officer Report.

—Professors are required to mention and give students alternative terms, but can still use traditional terms.

—Ban potentially offensive terms in classrooms.

Implementing any decision may start with recommendations in the next MIT inclusiveness report. Changing classroom terminology is definitely more logically challenging than creating the 'Head of House' title, but I feel that it has a larger potential for impact. Finding the balance between professor autonomy, student autonomy, student comfort, and the transition into companies will be key in these decisions.

If Yale students hadn't protested the Housemaster's letter and obtained international attention for it, MIT likely might still be using the 'Housemaster' term. I hope MIT can be more proactive in assessing the effect of its culture on students, without national news programs putting the spotlight on us.

Mark Goldman is a Ph.D. candidate in the Department of Chemical Engineering.

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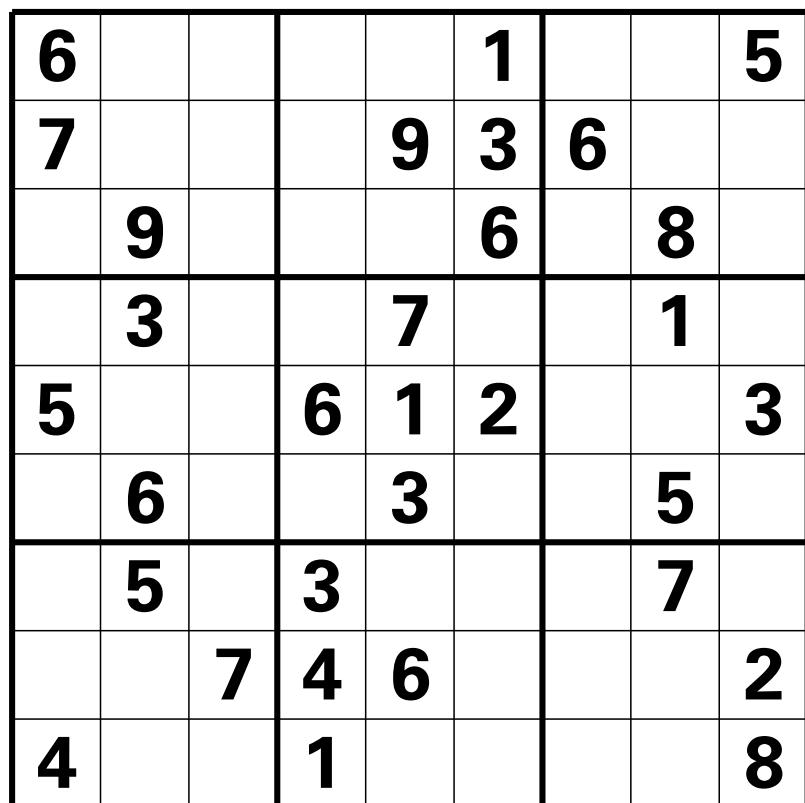
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Sudoku

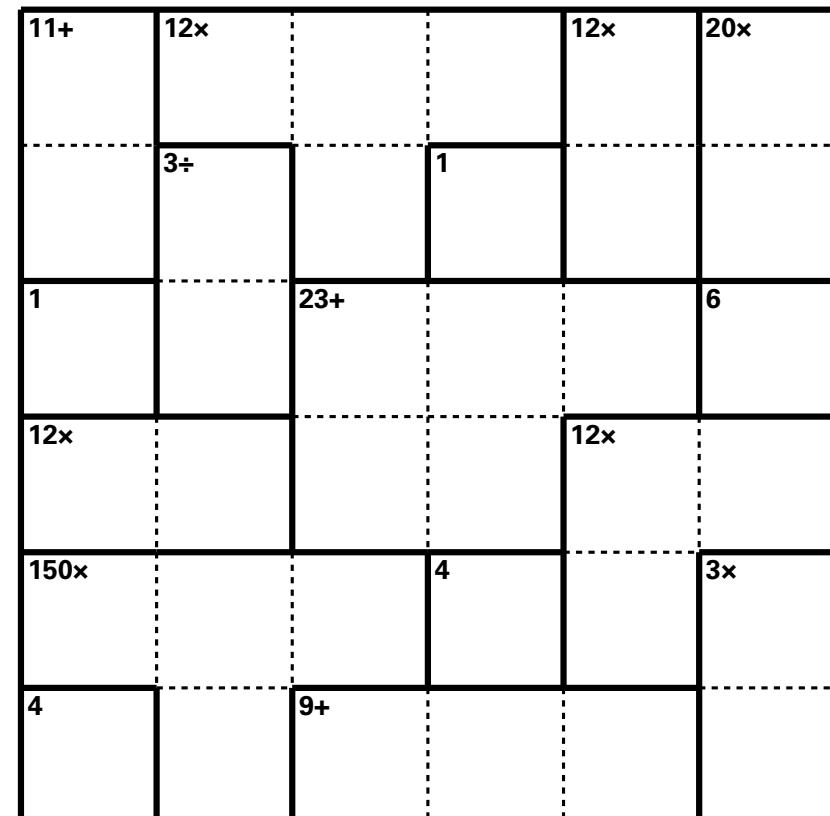
Solution, page 8



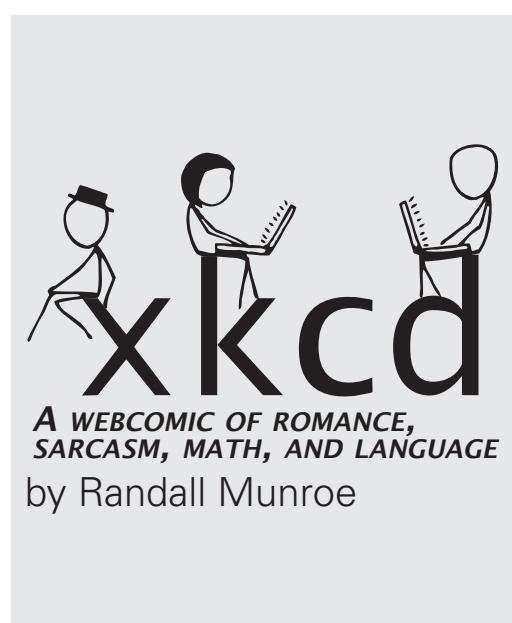
Instructions: Fill in the grid so that each column, row, and 3 by 3 grid contains exactly one of each of the digits 1 through 9.

Techdoku

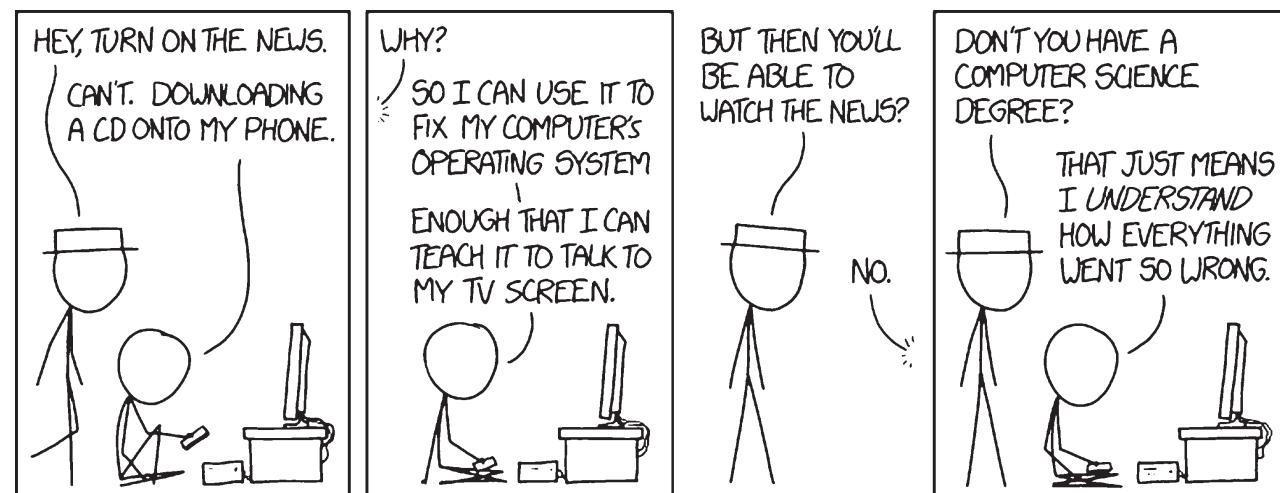
Solution, page 8



Instructions: Fill in the grid so that each column and row contains exactly one of each of the numbers 1–6. Follow the mathematical operations for each box.



[1760] TV Problems



way more difficult for students to learn and apply what they have learned. This is because the concepts are often presented in a very abstract and theoretical way, which can be difficult for students to understand and relate to their own experiences.

Ladies Last by S.N.

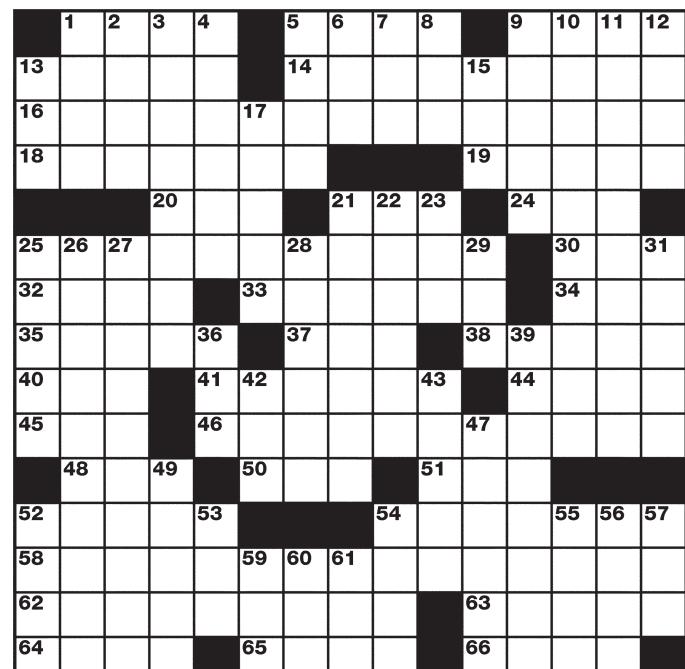
Solution, page 8

ACROSS

- 1 Criticisms, so to speak
- 5 Not that much
- 9 Like, with "to"
- 13 Scarlett O'Hara, e.g.
- 14 What Lindbergh flew to
Paris
- 16 Newman/Field film
- 18 Sub on a set
- 19 Strong denial
- 20 LSU award
- 21 Widespread US chain
- 24 Amalgamate
- 25 Pale pink
- 30 For fun, for short
- 32 Trattoria staple
- 33 Accessorizes
- 34 Health care VIPs
- 35 Ferry stops, at times
- 37 Ocean State sch.
- 38 Garb for Gandhi
- 40 Night school subj.
- 41 Harpist's ritual
- 44 Vivacity
- 45 Fixed beforehand

46 Any

48 Word on macadamia cans	11 Secondary
50 Polished off	12 Poetic adverb
51 Previous	13 LSU awards
52 Vicksburg victor	15 Criticism, so to speak
54 Fish's propulsion aid	17 Health care giant
58 Where Fort Wayne is	21 Laptop component
62 Extraneous ingredient	22 Opticalm alternative
63 Emissary	23 Wintry-looking, in brand names
64 Novelist Gerritsen	25 Educational octet
65 Capital symbol, on maps	26 Erstwhile pie filling
66 Out in the open	27 Battle cry
DOWN	28 Mag space for sale
1 Unpaid balance	29 Cancel
2 She's told, "We'll always have Paris"	31 CBS series, 2004-13
3 City near Los Angeles	36 Alphabetic trio
4 Mail source	39 Lead the cast
5 Strong assent	42 Italian article
6 Show displeasure	43 Show displeasure
7 Beethoven's Pastoral Symphony __ major	47 Crime lab purchase
8 Pig purloiner of rhyme	49 Those opposed
9 Let pass	52 Airborne pest
	53 Tweet of gratitude
	54 Stratum



- 55 Top choice, for short
- 56 Not shut out from
- 57 One opposed

- 59 GRE developer
- 60 Treadmill, so to speak
- 61 Org. once led by Heston

CONCERT REVIEW

A passionate and dedicated performance

The MIT Symphony Orchestra shines at its second concert of the year

MIT Symphony Orchestra Concert
Performed by the MIT Symphony Orchestra
Kresge Auditorium
Friday, Nov. 18, 2016

By Karunya Sethuraman

As people trickled into Kresge Auditorium, I saw a mixture of attendees—a family with a five year old son, an elderly couple who sat next to me and enthusiastically applauded every time, and college students, both musically trained and untrained, who

came to support their friends and roommates. The MIT Symphony Orchestra, led by conductor Adam K. Boyles, presented classical music in a beautiful way and with great passion. I have been to both of their concerts this year, and they have yet to disappoint.

They started Friday's concert with the Overture to *Così fan tutte* by Mozart, a light piece that got everyone in the spirit and ready to listen to some of the longer, more involved pieces. Before each piece, the conductor gave the audience an overview of the piece, how the composer's life influenced the work, and what to listen to and look for. This storytelling, accompanied by the music, enriched my experience and educated me.

The next piece, Puccini's *Crisantemi*, was, as promised by the conductor in his speech, a haunting piece about the sadder side of love and was almost my favorite piece of the night, surpassed only by their

final piece. In this piece especially, I saw a distinct change in the way MITSO was performing. In the first concert back in September, there were some portions where they didn't sound cohesive, but in this concert, it was clear the musicians had found their groove and had gotten used to playing with one another. I enjoyed the piece, and the night got better from there.

The next work, Diamond's Suite from *Romeo and Juliet*, and the Puccini piece were performed without pause, and I really enjoyed listening for the different parts of the play in the Diamond piece. In his speech, he told us which parts of the play *Romeo and Juliet* the piece focused on, and the musicians did a terrific job playing in a way that amplified the emotions that the piece evoked in the audience. The Diamond piece was not actually written to accompany the play, but was written about the play itself, and I felt as though each movement

had parts where the instruments echoed the different characters in *Romeo and Juliet*, combining both the play and music all in one.

After a brief intermission, they performed Schumann's *Symphony No. 4 in D minor, Opus 120*. As the final piece progressed, I found myself enthralled—sitting up and on the edge of my seat, excited to see what would happen next. It lived up to all expectations. Looking around, I saw that others had the same level of enjoyment on their faces, and after the piece ended, MITSO received a standing ovation, a testament to their dedication and mastery of the piece and their instruments.

So, if you have a Friday night free, consider going to a MITSO concert. The next one is their Holiday Pops concert, on Thursday, Dec. 13, at 7:30 p.m. in Kresge Auditorium. It's free and open to all, so there's no reason not to go!

ART GALLERY REVIEW

Wiesner art gallery revitalizes MIT's art scene

Over 70 pieces of art now displayed in the Student Center until January

Jerome B. Wiesner Student Art Gallery

Curator: Sam Magee

Student Curator: Carmen Castaños G

Stratton Student Center W20,
Second floor

Re-Opening Reception: Nov. 16, 2016

Art Gallery on view from Nov. 2016
to Jan. 2017

By Ivy Li
STAFF WRITER

Created in honor of former MIT president Jerome Wiesner, the Jerome B. Wiesner Student Art Gallery "was established as a place for students to express and exhibit their artistic endeavors, both academic and co-curricular" according to the gallery website. In the upcoming months, the

renovated gallery will be showcasing outstanding artwork from members of the MIT Arts Scholars, a group of graduate and undergraduate students "with an exceptional interest in the arts" according to the Arts Scholars website. New Arts Scholars are selected once a semester through an application and interview process and many of them are practicing artists.

The Wiesner Gallery reopened this past Wednesday to the public, featuring over 70 pieces from 18 of the Arts Scholars. The organization of the gallery was spearheaded by curator and manager of MIT Student Arts Programs Sam Magee and student curator and Arts Scholar Carmen Castaños G. During his brief speech at the reception, Magee noted the wide spectrum of artwork that is displayed, with media ranging from watercolors to photography to oil paints to fabrics.

Such an eclectic assortment may seem incoherent, but the arrangement of the pieces gives the gallery a wholesome feeling. The individuality of each artist is reflected both through their artwork and through the words on their placards. This gallery is more than just a refurbished room—it has reinvigorated life in the arts program at MIT.

This re-opening was, according to Magee, was one of the more well-attended gallery receptions. It is not surprising that seeing works from peers would entice the community. Yet even more enticing is the available space for Arts Scholars to reserve for their own gallery displays. Slots for reservations have been closing fast since the Wiesner re-opening.

"I've always been able to find people interested in using

the space," Castaños said in an email to *The Tech*, "but in the past day since the opening, I've had as much interest as I usually get in six months and those who had reserved the space expecting the old one are very excited."

Unsurprisingly, many of the Arts Scholars are appreciative of this new gallery.

"The renovation of the Weisner raised it from [an overlooked] study space in the Student Center to a gallery for fine art. As someone who has exhibited artwork in both the old and new space, I am so happy that this space has gotten a retrofit worthy of its mission," Arts Scholar Rachel Osmundsen '17 said.

Since the reopening, the atmosphere has shifted. Stepping onto the new hardwood floor through glass doors, I soaked in the aesthetic beauty of what now feels like a specialized room for student artwork. While reading through each artist placard at the reception, one stood out to me: Arts Scholar Holly Haney '18 noted that she "is interested in making art, building communities, and connecting with people."

Haney's message exemplifies what the arts at MIT boils down to: human beings connecting with one another. The Institute's stereotype with the public may still be centered around technology and science, but this gallery is a testament to the vitality of the arts and to the diversity of MIT's students. The renovated Wiesner Student Art Gallery has become a space for students to express themselves through the arts and share their vision with the rest of the Institute.

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SAILING

Sailing wins Atlantic Coast championship for first time

Ingram '18, Shaffeeullah '19, Long '19, Omura '17 led MIT to victory over higher-ranked opponents

By Zachary Collins

SPORTS STAFF

MIT's co-ed sailing team won the Atlantic Coast Championship for the first time in the program's history.

Ty Ingram '18 skippered for the Engineers' A fleet with Sameena Shaffeeullah '19 as his crew, while Trevor Long '19 skippered for the B fleet with Paige Omura '17. The regatta spanned the course of two days with a total of 18 races.

The first day of competition consisted of ten races, in which MIT tallied a total score

of 132. This placed them second behind only Yale who had 122. With a strong second day that included 3 first place finishes, the Engineers were able to rise above and capture the championship title.

Ingram and Shaffeeullah ended with a total of 122 points, second in the A division. Long and Omura finished with 123, best in the B division. The team's collective score of 245 beat out second-place Tufts who ended with 256.

This was the 43rd annual proceeding of the Atlantic Coast Championship. MIT had never won this competition, but after a great season, entered the competition ranked 5th among

the 18 competitors and were poised to have a strong showing. Long and Omura, for their impressive performance in the regatta, were also named NEISA co-ed sailors of the week.

This event caps MIT sailing's 2016 season. In the last five regattas the team competed in, this marked their third top-three finish. It was their second first-place victory of the fall as the team won the Captain Hurst Bowl back in mid-October. With many of the members returning next season, it is exciting to see the Engineers finish their season on such an impressive note and look forward to what they can accomplish next year.



VOLLEYBALL

Long road to glory: Women's volleyball wins NEWMAC title

Bertics '19, Gebhard '17, Wuthrich '17 reflect on an amazing season

By Souparno Ghosh

SPORTS STAFF

MIT women's volleyball team capped a dominant season in which it posted a perfect 10-0 record in conference play with a New England Women's and Men's Athletic Conference (NEWMAC) championship victory. This was the fifth

time in program history that the Engineers clinched the championship and the first since 2012.

Any championship is special but this one holds a special place for Head Coach Paul Dill, who has been head coach of the women's volleyball team since 1996.

"This was the first time in my 21-year career that the team not only went undefeated in conference, but also won the conference tournament at home. I could not have been prouder of this group in accomplishing that extremely difficult challenge given that we play in such a strong conference," Coach Dill reflected.

From the seniors to the freshmen, this was their first championship and one they thoroughly deserved. But when it came to sharing the accolades, Captain Tori Wuthrich '17 went beyond teammates and coaches.

"A conference championship is something we've been working toward for a long time so it was definitely really rewarding to accomplish it. I think it speaks to not only the work that our team and coaches did this year, but also the efforts of alumni who have helped shape the team," Wuthrich said.

MIT finished with the best record in the regular season for the past three years but the NEWMAC championship had eluded them. The journey to this season's championship began in the offseason.

Coach Dill said, "The team really set this as a goal right after last season and the proceeded to put in a tremendous amount of work during the off season and then again during the regular season in order to put themselves in a position to compete for the conference title."

Not only were the Engineers perfect in conference play, seven of those games were sweeps, and they dropped a meager four sets in all.

Wuthrich hailed the team's ability to remain focused throughout the game.

"I give a lot of credit to the mental toughness of our team. Something we have really gotten better at is keeping the level of play consistently high. Sometimes if you win the first set by a lot, it can be

TUESDAY, NOVEMBER 22, 2016

difficult to come out in the second set and win by the same margin because the tendency is to let up. I am proud of our team because we have been focused. Even if we won the first set by a lot we maintain really high expectations for ourselves," Wuthrich explained.

Last season MIT hosted the NEWMAC tournament and was stunned by Babson in the semi-finals. As fate would have it those two teams collided at the same stage of the tournament at Rockwell Cage again this season. Was there a sense of revenge?

"Revenge matches are always nice. We definitely wanted to beat them. But I didn't think it was going to be the same. It is a different team every year," right-hitter Abby Bertics '19 noted.

For sustained success over the course of a season, roster depth is important. Wuthrich explained how this roster was built for success.

"Our team has a lot of depth and I think that is an advantage for us. I think we have players who can play multiple positions. We have a lot of people who can come off the bench and contribute right away," Wuthrich noted.

As with any championship team, there are always big players who need to come up clutch in the big games. This team boasted two of the best players in their respective positions to have represented MIT — libero Tori Wuthrich and outside hitter Megan Gebhard '17.

Gebhard led the team in kills (436) this season, finishing her career second all-time in kills (1625) and kill-per-set (3.97). On the defensive side, Wuthrich led the team with 582 digs this season, finishing her career with 1975 digs (3rd all-time) and 4.21 digs-per-set (2nd all-time) respectively.

As the team looks to the future to continue its regular season dominance, retain the NEWMAC championship, and make a run at the NCAA playoffs, there are big shoes to fill.

Thankfully, they have a lot of talent waiting in the wings, perhaps none more so than Abby Bertics. Bertics finished the season with 273 kills, earning a place in the New England all-regional team.

"Abby is extremely driven and passionate about volleyball. She didn't miss a pre-practice rep which is completely optional. She has the most heart out of everyone on the team," Gebhard said. She went on to add, "I am just looking forward to seeing them go out there next year and accomplish the things we weren't able to this year."

SPORTS BLITZ

Women's cross country finished fifth overall at the NCAA division III cross country championship. Megan McCandless '20 led the Engineers with a 17th place finish out of 280 participants.

Men's cross country finished seventh overall at the NCAA division III cross country championship. Matthew Deyo G and Dennis Maloney '19 finished 7th and 12th respectively

to lead the Engineers.

Women's basketball (2-0) defeated Trinity College 69-47. Kara Holinski '19 led the Engineers with 18 points.

Men's basketball (1-1) dropped a tightly-contested game 82-79. Bradley Jomard '19 led the Engineers with 28 points.

Squash (7-1) defeated Stanford 6-3 and Bucknell 9-0 to wrap up the Navy tournament.

Solution to Techdoku

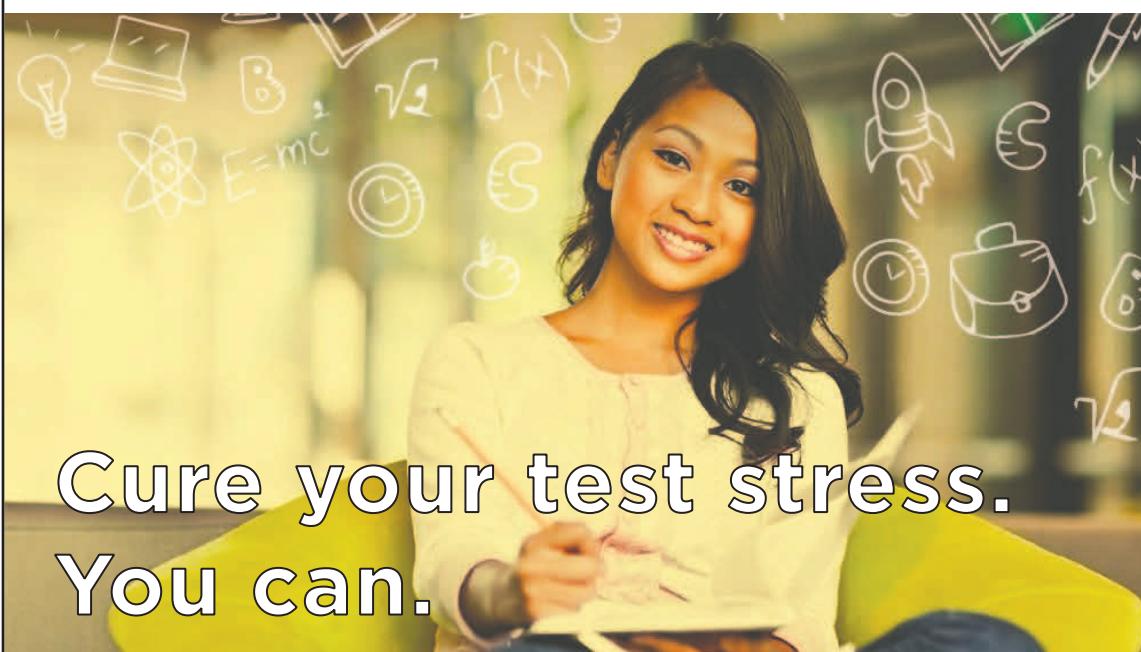
from page 5

6	1	3	2	4	5
5	6	2	1	3	4
1	2	4	3	5	6
3	4	6	5	1	2
2	3	5	4	6	1
4	5	1	6	2	3

Solution to Crossword

from page 5

D	I	G	S	A	B	I	T	A	K	I	N
B	E	L	L	M	O	N	O	P	L	A	N
A	B	S	E	N	O	F	M	A	L	I	C
S	T	A	N	D	I	N	N	O	S	I	R
D	E	G	C	V	S	W	E	D	E	W	E
I	N	C	A	R	N	A	D	I	N	E	R
V	E	A	L	A	D	D	S	O	N	R	N
I	S	L	E	S	U	R	I	D	H	O	T
E	S	T	U	N	I	N	G	E	L	A	N
G	R	A	N	T	A	E	L	F	I	N	F
N	O	R	T	H	E	N	I	N	D	I	A
A	D	M	I	X	T	U	E	N	V	O	Y
T	E	S	S	T	A	R	E	S	E	E	N



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